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# School Life



← "At the Jefferson Memorial,  
National High School  
Photographic Awards  
Winner, 1949"

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FEDERAL SECURITY AGENCY  
Office of Education

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Volume 32

Number 7

**Cover photograph of the Jefferson Memorial in Washington, D. C., appropriately marks the birthday anniversary this month of Thomas Jefferson, author of the Declaration of Independence, and third President of the United States. David Harrod, of New London, Ohio, took the photograph, a prize winner in the 1949 National High School Photographic Awards.**

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### School Life Spotlight

"... With such paintings the unique value of the artist to society becomes clear. . . ." p. 98

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"... Every child must have the satisfaction of recognition . . ." p. 100

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"... it is now possible to introduce the subject of cancer into school programs, not as a health education subject, but rather as a fascinating aspect of scientific research . . ." p. 104

\* \* \*

"It's never too early to start teaching children international understanding . . ." p. 107

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"The trained school librarian lightens the load of the teachers and the principals . . ." p. 109

\* \* \*

"Inadequate equipment was one of the factors frequently found associated with dissatisfaction . . ." p. 111

THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."



Archduke Leopold Wilhelm Inspecting the Pictures in His Gallery in Brussels. Artist: David Teniers, the Younger (1610–1690).

Dominican Saint Rescuing Pilgrims at the Collapse of a Bridge. Artist: Francesco Guardi (1712–1793).

The World Upside Down. Artist: Jan Steen (1626–1679).



## Educational Activities at the National Gallery of Art

by Raymond S. Stites

Curator in Charge of Education, National Gallery of Art

THE ART EXHIBITION from the Vienna museums closed at the National Gallery on January 22. Its stay of 2 months presented unusual problems to members of the museum's educational staff. The attendance was 875,173; a large number of our visitors welcomed educational guidance. Thus the 6 lecturing members of the staff were called upon to conduct 46 general tours of the exhibition and 47 special topic tours. There were also 112 talks before individual works of art and 9 Sunday lectures. Besides these we were asked to conduct 52 special tours for clubs, school, and college groups. Finally there were visits from foreign educators brought by the American Council of Education and visitors sent by the Department of State and by members of Congress. We joined with the members of the curatorial staff in helping conduct these latter through the collections.

At the outset, we were asked if it would not be possible to arrange special tours for the school children of Washington. Obviously, with such enormous crowds and so many scheduled appointments for adults, this department was unable to conduct tours for all the city schools. A partial solution of the problem was arrived at between the members of the National Gallery staff and

the superintendent of schools, Hobart M. Corning.

During the holiday week between Christmas and New Year's Day three briefing lectures were given in the Gallery auditorium especially for Washington school teachers. In these lectures 50 color slides were used. With them we explained in great detail 30 of the exhibition's leading works. After each lecture the teachers were conducted on tours. Each teacher had a specially designed syllabus sheet mimeographed by the Department of Public Schools. This listed the 30 objets d'art with an indication of their placement in the exhibition. Most of the teachers bought the exhibition catalogue with an excellent historical introduction prepared by the Austrian curators, Dr. Ernst H. Buschbeck and Dr. Erich V. Strohmer. Later many of the teachers brought their classes to the Gallery and conducted their own tours.

Mr. Arne W. Randall of the U. S. Office of Education has asked for a brief indication of the approach to the 30 significant objects, i. e., the introductory pages of the hour's lecture, for the information of *SCHOOL LIFE* readers.

In speaking with children about pictures, the approach naturally differs with dif-



ferent ages. The third and fourth grades will be more interested in the lively details: cats, dogs, monkeys, and people, than in the composition, color scheme, or historical associations of the picture. Thus in guiding the young art students through such an exhibition as ours, it seems wise to lead them first to paintings with many bright details. A teacher may easily stimulate them to discover objects within the paintings, to discuss these objects, and eventually discover why the artist needed them to create a unified whole. The children will do most of the talking, and the skillful teacher may lead the conversation toward the artist's meaning and his means of expression. Such an interest in details is the beginning of a scientific observational approach to art, knowledge acquired, as

the great teacher Aristotle wrote, "On the way up."

Naturally this approach does not suffice for mature minds. However, even adults enjoy something closely related to it—an examination of the picture's historical values. For several weeks our docents have found that many visitors are particularly interested in a canvas by the Dutch artist Teniers. This consists in greater part of tiny copies of many of the paintings bought by the Archduke Leopold Wilhelm during his governorship of the Spanish Netherlands between 1646-56. Eight of the canvases shown in this painting are in the present exhibition. Many people enjoy rediscovering them on the walls. The historical faculty of mankind is kin to this instinct for recognition. Children from the fourth grade on are easily able to recognize in the costumes of this painting its date; the time was that of our Pilgrims and the founding of Manhattan by the Dutch. Such observations lead naturally to a discussion of the dates of the objects in the exhibition and the historical events they signified. The armor for the Emperor Maximilian comes from close to 1492 and the picture of the Dominican saint by Francesco Guardi or the portrait of the composer Gluck by Joseph-Sifrede Duplessis were done around 1776. Here then, are the three dates on American history most likely to have meaning to many school children.

The entire exhibition could be studied as an intimate documentation of the collector's taste of the Hapsburg family from 1150 to 1850. Graduate students in art from the colleges might like this approach. To help a group of educators associated with the State Department visualize this time span, the Educational Department has drawn up a genealogical chart of the collection showing the different parts of Europe from which the Imperial house drew its artists. This has been mimeographed by the Washington school department and distributed for use in high schools.

An historical discussion might lead quite naturally in the higher grade levels to what can be called the "social science" approach to art. A picture by the Dutch artist Jan Steen, illustrated here, has been considered by some of our local critics a little dangerous for children. Actually, this painting was intended to teach a moral lesson entertainingly—the only way such a lesson is ever liable to be very effective. The story shown is probably that of the prodigal son.



The Lute Player.  
Artist: Bernardo Strozzi (1581-1644).

A small wooden tablet in the lower right of the picture contains a motto which explains its meaning, "When you lead the high life—be prudent." In a more direct and sober fashion the canvas by Francesco Guardi showing a Dominican saint rescuing drowning pilgrims after the collapse of a bridge was meant to teach a religious lesson.

Each of the foregoing pictures could be studied as a means for helping the student identify himself and his ideas with some time in history or some philosophy of life. Through them the teacher could use art as a pedagogic medium for the carriage of ideas which might lead the student outside himself into the broad stream of human culture.

But art's essential purpose seems more than this. This purpose is a type of spiritual refreshment without definite religious or social goals. We observe that people usually visit art exhibitions for other than

The National Gallery of Art has prepared a strip of film in black and white showing 300 paintings representative of the Gallery's collection. This film is of particular value to both schools and community because it can be cut and made into 300 2- by 2-inch slides for projection. The cost of the strip is \$6. Although this filmstrip is not available for preview purposes, the quality of each strip is guaranteed. Requests should be addressed to the Curator in Charge of Education.

Color reproductions are also available for purchase. Post cards are 5 cents each, and the 11- by 14-inch size is 25 cents; if purchased in quantities, special rates will be given. For further information write to the Publications Fund of the National Gallery of Art, Washington 25, D. C.

purely pedagogic reasons. The "Lute Player," by a Genoese Capuchin monk named Bernardo Strozzi cannot easily be used for any of the three above purposes. However, it greatly enriches our perception of human life. This thoughtful musician tuning his lute is rendered in terms of pleasing color and in an intricate pattern of light and shade. He epitomizes art's unique purpose among mankind's activities. From its costume it is hard to date this picture historically, although we feel that it has something to do with the joys of the Renaissance while still retaining something of the medieval spirit of the troubadors. Here is a joy in artistic performance and in the development of music which will charm other beings.

Studying this painting, it is easy to concentrate on the formal or purely aesthetic values. The central axis of the lute cuts the canvas diagonally in one direction, the body of the player in the other, so that the two are designed upon a cross. The head, in the light at the left, and the book with the music in bright light against the deep darks on the lower right, form interesting contrasts. At either extreme of the lute, the superbly drawn hands have delicate and skilled fingers. These suggest that the player as well as the painter was a virtuoso. Both draw out of their instruments, lute and brush, effects which delight both ear and eye.

As one describes these subtle and pleasing effects one realizes that it is difficult to explain this aesthetic meaning through words alone. Yet students in all age levels are prepared to enjoy it. Indeed as one watches the creative drawing and painting of the children in the lowest grade levels, one finds this ability to compose and play with lines and shapes and color almost completely free of subject matter and history. Only the people we call artists in our culture have been able to preserve and use this childlike, joyful ability to manipulate materials into designs. The rest of us adults have been fitted into all the more material and functional purposes of society. With such paintings the unique value of the artist to society becomes clear. His *raison d'être* in the Divine scheme of things is to create these very moments of social joy through which all of us can relax and recover some measure of that lost childhood ability to capture life in simple, direct, and playful terms without too much pondering on the heavy problems of the universe.



Dr. Raymond Stites, Curator in Charge of Education at the National Gallery of Art, an American, but a graduate of the University of Vienna, shows Belotte's "Schlosshof Palace" to group of Viennese and American educators. Left to right they are Miss Kitty Bruce, teacher, Washington's Francis Junior High School; Miss Friederike Rametsteiner, art teacher from Vienna; Miss Margaret Fritsch of Salzburg Teachers College, Austria; Miss Mary Louise Busch, Randall Highlands Elementary School, Washington, D. C.; Mrs. Chris De Young, Washington, D. C.; William Gross, principal of a Vienna high school; Chris De Young, National Education Association; Mrs. Helen Brower, a former Vienna school teacher now a teacher in Eastern High School, Washington, D. C. Photograph, Washington Post.

## Educational Trends in the Arts

by Arne W. Randall, Specialist in Fine Arts, Division of Elementary and Secondary Schools

WHY IS THE ATTENDANCE at art museums increasing? Why do we desire to know more about art? Why do the leading newspapers and magazines provide information on art as one of their regular services and why do towns hold art exhibits in library corridors, gymnasiums, or other public buildings?

As America attains its maturity, our art wealth will increase, but we are confident this art will not remain in the vaults as did the objets d'art of the past. Our leading museums and institutions are exerting every effort to bring before the public the art of the past, and to show the contemporary art through the expanding services of traveling exhibits, exchange showings, evening and Saturday classes, various forms of visual aids, and articles in newspapers and maga-

zines.<sup>1</sup> Radio and television have been employed very successfully to increase our understanding. A high point will be attained when color television will regularly duplicate the type of experimental program which was so successfully broadcast recently from the National Gallery of Art in Washington, D. C. It incorporated all of the arts, dance, music, fine and applied arts, to perfection.

It is evident that Americans are becoming increasingly cognizant of art as a necessity rather than a frill. The integral part that art plays in modern business has become a fact. There is virtually no merchandisable article, big or little, that does not begin

with an artist's sketch and whose sale is not dependent upon some art.

New vocations in art are appearing while established professions are increasing the number of artists employed. More than ever, business feels the need for creative work of a type that can be produced only through the arts. Improved and new methods of reproduction are providing avenues of volume propaganda that a few years ago were considered impossible.

Art in America has suffered the extremes of public acceptance and rejection. We have passed ignobly through painful stages of the different art eras to our present desire to know and understand art. We have progressed to a point where, as educators, we consider it one of the essentials in our curriculum.

<sup>1</sup> For example, in the June 1950, issue of *National Geographic*, will appear a complete section in full color on the Austrian Show.

Each of the areas of art has struggled independently, but with understanding comes a deeper hunger for knowledge about the other areas of expression as well. We realize the relationship that is common to all. Music organizations are including art as an integral part of their national meetings while art classes utilize music as a valuable medium to draw out the fullest release of emotional expression. It is generally accepted that a dramatic performance is not complete without the harmonious utilization of art and music.

Educators have come to realize that mental blocks can be established in children by adults who impose professional standards on them and that these barriers will continue to retard emotional expression throughout adulthood. Therefore, it is emphasized that no art problem seems to be beyond a child's efforts if he is given unhampered opportunities and guidance. An educator's role becomes that of sympathetic understanding in this process. The teacher should then guide a child in the understanding and adaptation of the materials in relation to the object of craft or art that the child desires to produce.

The elementary school art curriculum which is inclusive of graphic and industrial arts is no longer considered as a special subject, a thing apart from the school program, but is an integrated and dynamic part of it. Increasingly its contribution is being recognized as adding color enrichment and providing opportunities for the child to find the satisfaction of accomplishment and the compensation of creative expression.

Children need time, guidance, and the feeling of accomplishment to build up a sense of security in order to express what they really feel. Particularly in the early years of child growth, art is play and it should continue to be so.

The community-centered teaching in the modern school of today, as compared with the unrelated subject-centered school of the past, is now producing the self-reliant student who is better able to live happily with his classmates. This goal must be reflected in the teaching. Every teacher should assure the children they are all different and that these individual differences in their work are desirable assets rather than liabilities.

The teacher will be better able to avert undesirable attitudes toward the arts in the children, if he does not show a reluctance

toward active participation in the same activity that the children are doing, be it the drawing of a pig or the dancing of a jig.

The world can be so new and exciting to the elementary school child, he will find a wealth of subject matter in his daily experiences. A child can be interested in the achievements of adult art which he can share and understand, but he finds it difficult to bridge the barrier of adult accomplishment until he is mentally and physically ready. A child may actually rebel against the arts, but again it is because he lacks experience and maturity. Both of these will eventually come to the child if he is provided with an abundance and variety of materials in the classroom to be used as he wishes to supplement the regular art period.

Opportunity for many kinds of creative expression such as music, rhythm, language, dramatics, and graphic arts, in which a child may explore, will assist him to find a forte of expression that will help him toward maturity. Man's egocentric desires should be considered with intelligence and foresight, as another area of growth, so frequently overlooked in the educational program. Every child must have the satisfaction of recognition.

In our efforts to serve and understand a greater number of children we have learned the importance of the arts in the various difficult educational problems and rehabilitation of exceptional children. The services should not be preferential, but adequate provision should be made available for all types of youngsters. Occupational and recreational therapists utilize the recognized worth of art education and the other expressive arts.

When the potential art abilities of children are released naturally, free of the adult standards that are stultifying to children, true creative work will develop. Through participation in works of drama, original painting, poetry, and writing, creative thinking will develop spontaneously. Music and rhythm also become a part of living just as much as walking through the woods or reading a good book. We have learned to accept a realistic attitude toward the arts. They will have served well if children become interested in one or all of the art fields and if they enjoy participating in them whether they attain perfection or not.

Perhaps never again, in the civilization

of the world will we have the subsidized art that produced the work of the "Old Masters." The princely patrons of the Renaissance are no more. For those few highly developed individuals who desire fame in the arts, their rewards will be purely individual and American.

The United Nations Educational, Scientific, and Cultural Organization has employed every means of communication in endeavoring to overcome world prejudices. They have looked to the arts as one of the most important means of surmounting world misunderstanding and in building and teaching the foundations of democracy.

## After School Use of Buildings

PRACTICES of selected school systems with regard to use of school buildings after regular school hours have been studied by a committee of The Association of School Business Officials. The report of the committee is now available as Bulletin 13, "Research Committee Report on After School Use of Buildings," from The Association of School Business Officials, Kalamazoo, Mich. The survey covers cities in 26 States, the District of Columbia, and the Province of Ontario, Canada.

## Focus Upon Education— 1950 Style

SCHEDULED for display in the Brooklyn Museum early this month is the collection of high-school life photographs taken by several hundred student photographers in New York City's 54 academic high schools since November 1949. Members of camera clubs in their schools, the students were asked to participate in a cooperative group assignment to take documentary pictures of every part of city high-school life.

This type of project serves not only as an incentive to youthful photographers, but gives opportunity, through public display, to portray school programs and student activities to the public.

The report from New York City comes at a time when the National High School Photographic Awards for 1949 are announced and plans are being made for the 1950 contest. Photographic talents of students in many communities could well be directed in this and other contests, national, State, and local, toward documentation of education—1950 style.

# The Office of Education—Its Services and Staff

## Congressional Mandate

THE OFFICE of Education has been functioning for more than 80 years as the chief agency within the Federal Government having responsibility for service to education. From 1869 to 1939, it was a part of the Department of the Interior. The President's Reorganization Plan No. 1 of 1939 made the Office of Education a constituent unit of the Federal Security Agency.

Wording of the legislation enacted by the Thirty-Ninth Congress is as follows:

### An Act To Establish a Department of Education (Approved March 2, 1867)

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there shall be established, at the city of Washington, a department of education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country . . .*

*. . . And be it further enacted, That it shall be the duty of the Commissioner of Education to present annually to Congress a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will, in his judgment, subserve the purpose for which this department is established.*

## Commissioners of Education

Eleven Commissioners of Education have directed the affairs of the Office of Education during the past 83 years:

HENRY BARNARD, Mar. 14, 1867, to Mar. 15, 1870.

JOHN EATON, Mar. 16, 1870, to Aug. 5, 1886.

N. H. R. DAWSON, Aug. 6, 1886, to Sept. 3, 1889.

WILLIAM T. HARRIS, Sept. 12, 1889, to June 30, 1906.

ELMER E. BROWN, July 1, 1906, to June 30, 1911.

BEGINNING with this issue *School Life* will present a series of statements on the Office of Education. The first presentation gives summary data on the history of the Office, Congressional mandate, Commissioners of Education, and services and staff members of the Division of Elementary and Secondary Schools. Future presentations will report services and staff members of other Office divisions.

PHILANDER P. CLAXTON, July 8, 1911, to June 1, 1921.

JOHN JAMES TIGERT, June 2, 1921, to Aug. 31, 1928.

WILLIAM JOHN COOPER, Feb. 11, 1929, to July 10, 1933.

GEORGE F. ZOOK, July 11, 1933, to June 30, 1934.

JOHN W. STUDEBAKER, Oct. 23, 1934, to July 15, 1948.

EARL JAMES MCGRATH, Mar. 18, 1949, to date.

## Meeting Educational Needs

As American education has grown, so has the Office of Education expanded, its added responsibilities paralleling the increasing needs of children and adults for educational aid to help them adjust to a changing world. Today's OFFICE OF EDUCATION serves teachers, school administrators, students, librarians, and others through its several divisions.

### Division of Elementary and Secondary Schools

The Elementary School Section of this Division is concerned with anything that affects elementary schools and the more than 20,000,000 children in the United States enrolled in them. Its staff of specialists works closely with State education departments, teacher-education institutions, local-school systems, and interested lay and professional organizations throughout the country. Staff members are concerned with both urban and rural schools; with children ranging in age from the child in nursery school to the 12- and 14-year-old about

to enter high school; with children who are normal in their development; with both elementary and secondary school children who are exceptional in their ability to learn, as well as those who are handicapped by physical, mental, or emotional difficulties. They also work with parents of these children. The section reports and interprets educational progress throughout the country and publishes a wide range of material dealing with elementary education.

Helping improve the Nation's high schools is the aim of the Secondary School Section of this Division. Toward this end, specialists cooperate with high-school staffs throughout the country in their efforts to solve current problems and to make their school programs more effective.

The section works especially on organizational and instructional problems and is constantly gathering information which will aid State and local administrators of secondary education and high-school teachers in organizing the most effective types of high-school programs and studies to meet the needs of today's young people—tomorrow's adult citizens.

A major project in which the Secondary Schools Section is taking a leading role at this time is the planning of types of high-school programs which will appeal to and serve larger numbers of young people in their search for "life adjustment" learning. National and State leaders in secondary education are cooperating in this endeavor, directed by the Commission on Life Adjustment Education for Youth.

Results of conferences, special surveys, and research conducted by the staff of the Division of Elementary and Secondary Schools are made available through Office of Education publications.

### Staff Elementary and Secondary Schools Division

GALEN JONES, Director, Division of Elementary and Secondary Schools

J. DAN HULL, Assistant Director

DON S. PATTERSON, Assistant Director

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EFFIE BATHURST, Research Assistant

GRACE S. WRIGHT, Research Assistant

(Continued on page 112)

# Apprentice Training and the Schools

by W. H. Cooper, Chief  
Trade and Industrial Education Service

MODERN APPRENTICESHIP requirements and the postwar training of veterans and other young people for skilled work in industry, together with increased industrial activity and developments, have implemented the apprenticeship program in all the States and Territories. Sufficient varied work experience and employment standards for apprentices are the responsibility of local joint apprenticeship committees and State apprenticeship councils in the respective States. It is the responsibility of public vocational schools to provide occupational and technical training supplemental to the training apprentices receive while at work. This supplemental training consists of class, laboratory, and sometimes shop instruction covering basic information, technical knowledge, and skills that are required to round out the training on the job. The supplemental training usually covers a minimum time of 144 hours during each year of apprenticeship which may be from 2 to 7 years in duration, depending upon the occupation.

At the present time, apprentice training for skilled work in industry has reached greater proportions than during any previous period. There has been a large increase not only in the number of apprentices in training but also in the number of occupations for which apprenticeship is used as a training medium. Supplemental school training now requires specifically prepared instructional materials and qualified teachers for each of nearly 300 different apprenticeable occupations.

The challenge to the schools in meeting the apprentice training requirements has been constant ever since 1945. State vocational education authorities have done their best to assist local vocational education schools and departments in providing adequate instruction. The most effective assistance has been provided through instructional materials which function directly in the individual instruction of apprentices. Several States have done considerable work in preparing such materials

and aids. The limitations have been considerable, however. Only a few of the trades have been covered. There has been much duplication of effort and little uniformity of approach or pattern, thus limiting production and utilization of the materials on a broad scale.

The Division of Vocational Education of the Office of Education has been collaborating with State boards for vocational education in connection with their problems. Catalogues of existing course outlines and apprentice study guides have been prepared and distributed to State vocational education authorities for distribution to local school administrations. These cata-

logues were issued as Miscellaneous 3243, *List of Instructional Materials for the Supplementary Training of Apprentices and Other On-the-Job Trainees*, and supplements thereto. The present catalogue, revised September 1948, contains outlines and study guides covering 42 apprenticeable occupations, and outlines only for 44 additional ones. Thus, it can be seen that, while worth-while materials are now available for some occupations, much work remains to be done to meet the instructional requirements of the nearly 300 occupations for which there is an immediate need.

For several years, national professional associations, representing both State and local industrial education school supervisors, teacher trainers, and administrators, have been emphasizing the need for adequate and uniformly prepared instructional materials to meet this problem. The Office of Education has recommended that special Federal funds be provided for the purpose of preparing instructional materials on a uniform basis to cover all apprenticeable occupations and to make these materials available for use in all localities.

## Japanese Educators Visit Office of Education



Japanese educators in Office of Education Conference Room with Commissioner of Education McGrath.

EARL JAMES MCGRATH, U. S. Commissioner of Education, and officials of the Office of Education, Federal Security Agency, recently welcomed 25 Japanese educators who will spend the next several months in the United States as participants in the cultural relations program of the U. S. Government for occupied countries.

The Japanese educators were selected by the Information and Education Branch of the Army. They represent a cross section of educational fields and positions—elementary education, secondary education, vocational education, adult education, guidance, research, audio-visual education, uni-

versity presidents, superintendents of schools, and members of boards of education in Japan.

In welcoming the visiting teachers and school officials, Commissioner McGrath said he was glad they would have the opportunity to see how we live in the United States, how our institutions serve us, and how our representative form of government functions. "I hope you will observe and share the experience of democracy in action, and that you will take to your fellow educators and citizens at home, as the result of your stay with us, a broader and more sympathetic understanding of American life, culture, and ideas."

# Aids to Education—By Sight and Sound

by Gertrude Broderick, Radio Education Specialist  
and Seerley Reid, Assistant Chief, Visual Aids to Education

**You and Your Security.** The title of a series of thirteen 15-minute recorded programs produced under the direction of the Social Security Administration, and dramatizing the story of Federal Old-Age and Survivors Insurance. Purpose is to facilitate effective and economical administration of old-age and survivors insurance by acquainting those concerned with the basic facts of social security. Each episode illustrates in dramatic form some phase of the Government program, with an introduction by Edwin C. Hill, well-known radio commentator, and concluding with interviews or announcements by leading officials of the Social Security Administration.

While designed primarily for broadcast to adult audiences over local radio stations, the increasing interest on the part of high-school teachers to acquaint students with this and other Government programs, has prompted the Social Security Administration, through their local field offices in 478 cities throughout the United States, to make the recordings available on a loan basis to secondary schools and colleges. Programs are recorded on reverse sides of 16-inch disks and require special playback equipment having a turntable speed of 33½ r. p. m.

**Adventures in Folk Song.** A series of thirteen 15-minute recorded programs just released, designed especially for school use. Intended primarily as supplemental aids in the teaching of American history, the series begins with the coming of the first white settlers to America, touches on the Revolutionary period in Massachusetts and Virginia, and follows the spanning of the continent by restless and ambitious Americans. Each program is concerned with the fortunes of one of the many Clark families as they fought for freedom against the British and moved out beyond the narrow strip of Colonial seaboard more than 150 years ago. There are 95 folk songs in the series, all skillfully woven into scripts as they were woven into the lives of the pioneers. For

complete details write to Gloria Chandler Recordings, Inc., 422½ West Forty-sixth Street, New York, N. Y.

**Musical Mother Ruth Character Training Songs and Stories.** First introduced to radio audiences over station KGER (Los Angeles, Calif.), they are now available at popular prices in two albums of phonograph records through Musical Mother Ruth Records, 470 Manzanita, Sierra Madre, Calif. Recorded after 2 years of testing with teachers, church groups, summer camp leaders, etc., the programs for children 3 to 9 years of age are designed as one basic cure for juvenile delinquency. Production is simple, with Mrs. Ruth Agnew Thurber using the talking voice for presenting her songs with piano background. Paced slowly enough to motivate participation by the children, the records encourage memory training for the primary school child, as well as practice of such desirable character traits as unselfishness, courtesy, honesty, and gratitude.

**Navy Film Series on Photography.** The Navy Department has released for civilian educational use a series of five 16mm sound films on the fundamentals of photography. The films deal with basic principles and apply both to still- and motion-picture photography. Prints can be purchased from United World Films Inc. (Castle Films), 1445 Park Avenue, New York 29, N. Y. Schools receive a 10-percent discount.

**The Basic Camera** (15 min., b/w, \$21.40).  
**Elementary Optics in Photography** (19 min., b/w, \$24.99).  
**Light-Sensitive Materials** (22 min., color, \$98.74).  
**Developing the Negative** (16 min., b/w, \$22.13).  
**Printing the Positive** (19 min., b/w, \$24.99).

**Department of Agriculture Films.** The following motion pictures, all of them 16-mm sound films, can be borrowed or rented from film depositories of the U. S. Department of Agriculture. Prints can be purchased at the prices indicated from United

World Films Inc. (Castle Films), 1445 Park Avenue, New York 29, N. Y. Schools receive a 10-percent discount.

**Adventures of Junior Raindrop.** Animated cartoon of a raindrop's visit to earth (8 min., color, \$33.42).

**Dead Out.** Consequences of a fire that was not "dead out" (22 min., color, \$87.46).

**Farmers of Japan.** Farming and farm life in Japan today (20 min., b/w, \$25.69).

**Five Bandits of the Cotton Crop.** Boll weevil, bollworm, fleahopper, cotton leafworm and cotton aphid (11 min., color, \$42.86).

**Killing Weeds with 2, 4-D.** Techniques, mixtures, and precautions (18 min., color, \$84.99).

**Only a Bunch of Tools.** Importance and use of tools in fire fighting (28 min., color, \$114.08).

**Smokejumpers.** Parachute firefighters of the U. S. Forest Service (10 min., color, \$37.35).

**Step-Saving Kitchen.** Modern kitchen designed by Bureau of Human Nutrition and Home Economics (14 min., color, \$70.94).

**Timber and Totem Poles.** Indian totem poles in Alaska (11 min., color, \$42.59).

**Tongass Timberland.** Tongass National Forest in Southeast Alaska (18 min., color, \$75.75).

**Tree Grows for Christmas.** Christmas tree in history and legend, and of today (11 min., color or b/w, \$42.23 or \$14.97).

**Truly Yours—The Dress That Fits.** How to buy ready-made dresses and to make necessary alterations (18 min., color, \$84.55).

**Water for a Nation.** Importance of water and of conservation practices (19 min., b/w, \$25.69).

**Films on Fishing.** The U. S. Department of the Interior, Fish and Wildlife Service, has recently completed two 16mm sound color films on commercial fishing—*It's the Maine Sardine* and *Pacific Halibut Fishing*. Prints of both films can be borrowed from the Fish and Wildlife Service, Washington 25, D. C.

*It's the Maine Sardine* is not for sale, but prints will be placed on indefinite loan with qualified film libraries. Prints of *Pacific Halibut Fishing* can be purchased from United World Films Inc., 1445 Park Avenue, New York 29, N. Y., for \$88.46 less 10 percent discount to schools.



Taking a motion picture sequence for the film, "Challenge: Science Against Cancer." Photograph courtesy The National Film Board.

## You Can Teach About Cancer

Facts about cancer can be taught to high-school students as a spring-board into some of the most fascinating problems of modern science. New materials are available which enable the teacher to integrate the subject of research in this field into existing programs to give science teaching added interest and value. These materials have been prepared through the combined efforts of the United States and Canadian Governments. Some of them are described in this special article contributed by The National Cancer Institute, Public Health Service, Federal Security Agency.

THE MAJOR PART of cancer research takes place upon the frontiers of science. In these regions, too often remote from the classroom, explorers are finding new and peaceful uses for the power of the atom, thought-provoking facts about the intricate mechanisms of genetics, and unsuspected relationships in the complex chemistry of the cell.

Generally, teachers have shied away from the subject of cancer, although it has been recognized for many years as one of our greatest medical research problems. There

have been several good reasons for this reluctance to bring cancer into the classroom. First of all, it has been regarded primarily as a subject for health education, and school health education has rightly emphasized preventable diseases and hygiene. Furthermore, cancer is chiefly a disease appearing in middle-aged and elderly persons, although a certain number of cases do appear even among children. And finally, most lay cancer education material, emphasizing symptoms and dangers, has

been more appropriate to older age groups than to youngsters in elementary and high schools.

However, it is now possible to introduce the subject of cancer into school programs, not as a health education subject, but rather as a fascinating aspect of scientific research.

The central problem of cancer is the problem of cell growth and, thus, of life itself. It is not restricted to biology but enters into the domain of the chemist, the physicist, and the many new related sciences such as biochemistry, biophysics, and biostatistics. In the search for a solution to the problem of cancer, science has asked many questions and come up with some amazing answers. Demonstrating the relation of scientific advances to a specific disease problem can give increased significance to achievements that too often may appear remote and theoretical.



Studying the characteristics of cells under very high magnification. Photograph courtesy National Institutes of Health, taken by Vernon E. Taylor.



Geneticist explaining to his nephew the role mice play in cancer research—a scene from "Challenge: Science Against Cancer." Photograph courtesy The National Film Board.



Studying fruitflies which are used extensively in tests to determine effects of X-ray radiation upon chromosomes. Photograph courtesy The National Film Board.

"Challenge: Science Against Cancer," one of the new teaching aids, is a film telling the exciting story of cancer research. It is the first science film made by the joint efforts of two governments. Sponsors are our National Cancer Institute and the Canadian Department of National Health and Welfare. Production is by the Medical Film Institute of the Association of Ameri-

in methods of treatment. Sequences state, simply and clearly, the riddle of cancer and show the main avenues by which scientists in different disciplines seek answers.

Although the film is suitable for general or nonscientist audiences, it has primarily been directed toward students in high school and college. One important motive behind this film was the hope that it might help arouse a continued interest in science among young people and, in some cases, lead them into research or medical careers. Scenes showing laboratory, clinic, and university activities were shot in Toronto and

Rochester, both cities having outstanding cancer investigation facilities. The film also uses animation sequences, notably those showing in vivid detail the living microscopic universe that exists inside the cell. It does not merely present shots of scientists in their laboratories but shows just what they are doing in their experiments and why, a feature that has great appeal to the young and inquiring mind. This film does not talk down to its audience.

"Challenge: Science Against Cancer" runs about a half hour. It is available with either English or French sound tracks.

**FILM: "Challenge: Science Against Cancer"**

**Audience:** High school and college students; general adult groups.

**Running time:** 35 minutes.

**Specifications:** 16mm black and white sound film, available in English and in French versions.

**Rental:** Your local film library or distributor.

**Purchase:** Your local film distributor or the Medical Film Institute, Association of American Medical Colleges, 2 East 103d St., New York 29, N. Y. Price, \$45.

can Medical Colleges and the National Film Board of Canada, the latter being the official Government film agency and outstanding producer of documentary films.

Primary purpose of "Challenge" is to explain what cancer research is all about. To solve this major disease problem, tremendous scientific resources have been mobilized throughout the world. As the film shows, considerable progress is being made, not only in basic knowledge, but also



Students examine tumor tissue on slide. Photograph courtesy The National Film Board.

(All Canadian Government films are made in both languages because of the large French-speaking population.) The United Nations Film Board is joining the United States and Canadian Governments in sponsorship of the film, and endorsement has been received from the World Health Organization and UNESCO. Plans are being made for sound tracks in a number of other languages so that the film can be distributed outside of the English and French-speaking areas of the world.

**FILMSTRIP: "Challenge: Science Against Cancer"**

**Audience:** High school and college students.

**Length:** 30 to 50 frames.

**Specifications:** 35mm black and white filmstrip, available with captions in English or French.

**Purchase:** Your local film distributor or the Medical Film Institute, Association of American Medical Colleges, 2 East 103d St., New York 29, N. Y. Price, \$2.

A filmstrip, based on this motion picture and also being produced by the National Film Board of Canada, will be available to use either with the film or by itself.

The second of these internationally sponsored cancer teaching materials is "The Challenge of Cancer." This booklet is based on the series of articles which appeared last June in the *New York Herald Tribune*. It was for this series that its author, Lester Grant, received the 1949 \$1,000 Westinghouse Science Writing Award from the American Association for the Advancement of Science.

Written in easy-reading style, these articles present clearly and vividly the major problems of cancer research, pointing out the various approaches by which scientists are seeking solutions. Areas covered include cell biology, genetics, viruses, proteins, enzymes, environmental factors, nutrition, and isotope research. Mr. Grant's survey is based upon dozens of interviews with scientists in leading research centers and wide reading in the research literature. All of the facts and interpretations have been carefully checked for accuracy by experts in each field. By special arrangement with the *New York Herald Tribune*, these articles, expanded and illustrated, have been published by the National Cancer Institute, many of whose scientists cooperated in preparing these articles. Publication is

sponsored jointly by our National Cancer Institute and the National Cancer Institute of Canada.

The third teaching aid is a manual for teachers, designed to help them use the film and booklet in classrooms. Also issued by the National Cancer Institute, this guide has been prepared by science teachers in the public schools of Prince Georges County, Md., with the cooperation of the U. S. Office of Education and the National Education Association. Copies of this guide, together with "The Challenge of Cancer," will be sent to all members of the National Science Teachers Association in April.

The guide does not assume that the teacher will put a special cancer research unit into existing courses, since, in most schools, the curricula are already crowded. The guide shows how the subject, as treated in the film and booklet, can be used in existing programs to broaden their content and give added meaning and interest. A few suggestions are included on the discussion of cancer in elementary and junior high-school classes, but it is not anticipated that much will be done with the subject below the high-school level. There, the subject can profitably be brought not only into the science classes (biology, physics, chemistry, and senior science), but also to some extent into social-science classes.

**BOOKLET: "The Challenge of Cancer"**

112-page illustrated booklet, giving a vivid, authoritative, and concise summary of the principal problems and directions of cancer research and progress to date. For high-school and college students, as well as interested adult readers.

**Purchase:** Now in press. Write to Superintendent of Documents, Government Printing Office, Washington 25, D. C., for information.

For each of these senior high-school classes, suggestions are offered for correlation of teaching program topics with subject matter covered in "The Challenge of Cancer." Also provided are discussion questions, a bibliography, lists of available audio-visual aids, and suggestions for group or individual activities. In the field of cancer, a large number of interesting projects are possible and have been found to provide many stimulating challenges to young people. From such simple activities

as the collection and discussion of newspaper stories on cancer research, the more interested student can go on to projects that give actual experience in use of experimental methods. For example, it is possible for the student to induce plant tumors or, with the use of chemicals, to produce cancer growths in mice. Members of high school science clubs have performed many such experiments which give a taste of research methods and laboratory procedure to young people who are thinking of making

**TEACHERS' GUIDE: "The Challenge of Cancer — A Guide for the Teacher"**

20-page guide giving suggestions for high-school presentation of the subject of cancer. Prepared primarily for use with "The Challenge of Cancer"; including discussion suggestions, project activities, bibliography and lists of audio-visual teaching aids.

**Purchase:** Now in press. Write to Superintendent of Documents, Government Printing Office, Washington 25, D. C., for information.

their careers in the research field.

A unique feature of cancer research is that it enters into almost every aspect of the life sciences and into many of its neighbors. A tremendous range of problems must be studied. The more the scientists delve into cancer research, the more complex they find the approach must be. Partially blocking the progress of this approach is a new obstacle: the war-born shortage of scientists. Never large, the scientist population was reduced by World War II, whose years were spent by many potential scientists in the armed forces instead of in training to be research workers. Not all scientists can be diverted to work against cancer. Plainly, more scientists are needed, and more must turn to careers in the cancer field if the complexities of cancer problems are to be untangled and understood. Interest in the disease, aroused by current adult cancer education campaigns and by the many news stories which announce each scientific advance, can be channeled into new interest in study of biology, chemistry, and physics. Fundamentally, the task of cancer research is to discover the mysterious laws which govern the growth of the cell, the fundamental unit of life. This is a challenge which can stir the imagination of almost every high school student.

# New Publications of Office of Education

A NATION-WIDE STUDY on expenditures per pupil in city school systems has recently been completed by the Office of Education. The data are based on 237 city school systems for the year 1947-48.

This report is entitled "Expenditures Per Pupil in City School Systems 1947-48" and was compiled by Lester B. Herlihy and Clarence G. Lind. "Its chief purpose," Commissioner McGrath points out, "is to provide a ready source of information on practices in the field of public school expenditures, and the trend of per pupil expenditures over the Nation."

For purposes of comparison the 237 cities are arranged in four population groups. There are 50 cities of 100,000 and more population; 55 cities between 30,000 and 99,999; 69 between 10,000 and 29,999; and 63 cities with populations of 2,500 to 9,999.

A limited number of copies of this publication (Circular No. 260) are available from the Office of Education, Federal Security Agency, Washington 25, D. C.



"WHAT DO I HAVE TO DO to be a baseball coach when I grow up?"

If your son or a pupil asks you that, you can answer him after reading a publication just released by the Office of Education. Frank S. Stafford, health education specialist, is the author of a bulletin titled, "State Certification Requirements for Secondary School Teachers of Health Education, Physical Education, and for Athletic Coaches."

To obtain the desired information the Commissioner of Education wrote to all State superintendents of public instruction asking for their certification requirements. The responses from all 48 States show extremely varied practices.

All States except Massachusetts require State-wide certification of health and physical education teachers. Three States—South Dakota, Washington, and Nevada—require regular secondary school certificates for all teachers, and 31 States consider a bachelor's degree a prerequisite for certification. Athletic coaches must hold teacher's certificates in 26 States.

Copies of this study (Office of Education Bulletin 1949 No. 16) are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 15 cents.



IT'S NEVER TOO EARLY to start teaching children international understanding, says Delia Goetz, author of another new publication issued by the Office of Education.

Miss Goetz explains that "in the elementary grades international understanding is not a high-powered course in political science or international diplomacy, or a lot of sentimental sentences about the quaint customs and picturesque costumes of the Burmese or Brazilians."

"World Understanding Begins With Children" defines international understanding as a process of learning to appreciate and respect individuals. The essential job for teachers is to help children see the similarities and differences in peoples' lives and customs, and to help them get an idea of what people in other countries think about their problems and why they think that way.

Most children are interested in stories about family life in other countries. It intrigues them to see that parent-child relationships in other countries are similar to theirs. But the writer stresses that while it's "important to have children realize that people are more alike than different, it is equally important that they develop a right attitude toward the differences."

The pamphlet includes suggestions to teachers for improving their own backgrounds and assembling materials for the class. Pen pals in other countries, good films or slides, newspaper articles, and the study of modern language are specially recommended. Organizations which provide free or inexpensive materials on other countries which are suitable for elementary grades are listed.

"World Understanding Begins With Children" (Bulletin 1949 No. 17) is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 15 cents.

HOW WOULD YOU like to spend a day with a group of fourth graders in a modern elementary school?

You can, by reading a recent bulletin issued by the Office of Education. Titled "The Place of Subjects in the Curriculum," this bulletin co-authored by Effie G. Bathurst, Paul E. Blackwood, Helen K. Mackintosh, and Elsa Schneider, describes a typical day with a fourth-grade class.

Along with the story of what the children did, there is an explanation of what the experiences mean to the children, and suggestions on why they reacted as they did.

The bulletin is intended for "those who sincerely want to understand the nature of a modern elementary school program," says Dr. Bess Goodykoontz, Associate Commissioner of Education, in her foreword.

The authors feel that "It is much more real to a child to think of a problem rather than a subject, and that is what the modern school tries to help him do through practical experiences for which he sees a need and a purpose."

Copies of this Office of Education Bulletin, 1949, No. 12, are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 15 cents.

—Elinor B. Waters.

## "Study Abroad" Handbook

UNESCO's new edition of its international handbook, "Study Abroad," reports 21,751 opportunities for foreign study, observation, and research.

Fellowships, scholarships, and grants-in-aid available are listed for each of the countries represented in the United Nations. Fifty-two nations and 23 territories in addition to the United States are represented.

"Study Abroad" is available for reference at most college and university libraries. Additional copies are for sale by the Columbia University Press, 2960 Broadway, New York, N. Y., at \$1.25 a copy.

# The Elementary School Library in Today's Educational Scene

by Nora E. Beust, Specialist for School and Children's Libraries

THE ELEMENTARY school library has the possibility of furthering the program of the school it serves just as college and university libraries have long furthered higher education and as secondary school libraries have more recently begun to function in the high school. Probably the most significant reason for the increased potentialities of the library in the elementary school is the present concept of elementary education. The child of today is given an opportunity to initiate, to plan, and to execute. Children are encouraged to direct themselves, set their own goals, and then to appraise the results.

Formerly, the graduate school was the level on which students were given the privilege of developing these abilities, but today the teacher in the elementary school also uses procedures that develop the same capacities in her pupils. Educators recognize the significance of promoting the growth of desirable behavior patterns in young children as they are the basis of adolescent and adult conduct. What the child learns in his early youth is of great importance in relation to his further growth as attitudes tend to become defined.

In the present program of elementary education, it is imperative that children have the opportunity to read and study many types of learning materials dealing with a variety of problems and following a diversity of children's interests. Fortunately for the children and the teachers, publishers recognize the great need of boys and girls for readable, authentic, and up-to-date books in attractive and appropriate format. These editors together with the authors and illustrators of children's books saw the possibilities of producing books for children that would reflect the interests of the children in relation to their life in the school, in the home, and in the community.

The results of this publishing program are books that serve children as tools. It is possible for children of practically every age group with their varying reading abili-

ties to find books they can use to suit their needs in school and out. Almost every interest children wish to pursue may be found within the covers of a book.

In most instances young readers are able to find the subject matter treated in a live and stimulating style. For example, *Let's Find Out: a First Picture Science Book*, *Arithmetic Can Be Fun*, *Picture Book of Astronomy*, *America's Ethan Allen*, and *The First Book of Bugs* are titles which indicate that children will not be disappointed if they seek for information or inspiration in books. The books have improved in authenticity as well as breadth of subject matter. It is only within recent times that children interested in the topics being discussed by their parents can turn to books for clarification and amplification, such as *You and the United Nations*, *Modern Medical Discoveries*, *Albert Einstein: a Biography for Young People*.

The books used in the elementary school library have also undergone a great phy-

sical change. Many of them are well designed and printed on a good quality of paper. The size of the books and the illustrations are selected with an eye to the age and preferences of the group for which the books are intended. There are some excellent examples of book production among children's books today. In fact, the following titles of children's books appeared on the American Institute of Graphic Arts' selection of *Fifty Books of the Year, 1948*: *Amos and the Moon*, *Four Corners of the World*, *Golden Mother Goose*, *The Royal Game: Chess for Young People*, and *Smudge*.

There is another trend that is beginning to emerge and this is the production of books for children in both attractive and substantial bindings which makes it possible for the books to be used and enjoyed for a longer time in the elementary school library. Furthermore, there is a movement under way to make some books of worth available to children at a price that many



Children enjoy reading in Hazeldell School Library, Cleveland, Ohio. Josephine Dillon, Librarian.

of them can afford. Children are following the example of the adults who purchase inexpensive editions to help build up home libraries of their own.

Learning materials are now made readily available to both teachers and pupils through the centralized library. The reading center in every classroom in the school is a live and integral part of the service of the library. Formerly, many classroom collections functioned as isolated units. Now, the materials in the classrooms are in many instances borrowed from the central library. The children borrow what they need when they need it and return materials to the general collection when these have served their purpose. If books are acquired and used according to these principles, children will be constantly challenged by the materials in their classrooms. A fluid book collection makes possible a wider use of a greater variety of materials. It is evident that children have an opportunity to be exposed to more materials and more appropriate materials when they are centrally administered. The matter of economy in centralized purchasing is another factor for the school to consider.

The school library provides for experiences outside the regular classroom. Here again the full significance of the place of these experiences in the education of young children is just beginning to be appreciated by many. The library is a bright, cheerful, and attractive room. It is filled with materials selected to strengthen the educational program of the school and to improve the instruction in the classroom. Today one of the criteria for selecting an interest area in a major unit for study is whether or not there are materials available on the reading levels of the children so that they may be active participants in developing the project. These materials are organized to be easily located by teachers and pupils. The cataloging is adapted to the maturity level of the children.

The lighting of the library is carefully planned. The floor covering is of a noiseless type. The shelving is adequate to care for approximately five books per child. There is provision for shelves to care for picture books and other oversize books. The tables and chairs are of suitable size for the children. Round or hexagonal tables are enjoyed especially by the young children. A few informal chairs add to the inviting atmosphere. Display cases, bulletin boards, and catalog are necessary

for a good program as is also work space for the librarian.

Reading specialists have found that accessibility of materials and an atmosphere conducive to reading affect the reading program of the school. Young readers need to be encouraged through wise guidance to discover that the contents of books, when

an important resource person to groups undertaking new units or to groups studying outcomes of their work. She is alert to the needs of different types of learning materials and secures these for the individual or group through purchase or loan.

The librarian helps the children develop into appreciative, intelligent users of books



Books answer questions at Plandome Road School Library, Manhasset, N. Y. Phyllis R. Fenner, Librarian.

chosen with care by the individual child, are closely related to their own life in and out of school.

The trained school librarian lightens the load of the teachers and the principals. She is the resource person who is informed about teaching materials and professional literature. Her services also include the effective dissemination of this knowledge to both teachers and principals. Another important aspect of this information service to the staff is that of the evaluations of these materials by national, State, and local professional groups in relation to materials previously available.

The librarian aids in making the resources of the library more readily available to pupils and teachers. She promotes the effective use of the library through individual and group guidance and instruction. Her awareness of the activities of pupils and teachers in relation to library resources makes it possible for the librarian to carry on a program that is an integral part of the school. She serves constantly as a consultant to individuals and groups. Her work takes her into the classrooms. She is

and libraries through meaningful guidance and instruction. She assists them further by giving them opportunities to develop desirable attitudes toward their reading and studying, their library, and their peers. It is important that the librarian's personality be such that she creates an alive and stimulating library climate.

Statistical information gives some indication of the present status of the elementary school library. According to reports of the Office of Education for cities of 100,000 or more population for 1947-48 there were 2,307 centralized school libraries with 504 full-time and 331 part-time librarians employed. Bureau of Labor Statistics, U. S. Department of Labor, in cooperation with the American Library Association, reports \$3,675 as the average salary for full-time elementary school librarians in cities of 100,000 or more.

Thirteen States report certification requirements for elementary school librarians. Twelve States report standards for elementary school libraries. Ten States provide State aid for school libraries. Six other States have funds which may be used.

## New Specialists Appointed to Office of Education Staff

Federal Security Administrator Oscar R. Ewing announces the appointment of two new Office of Education specialists. They are Dr. Clayton D. Hutchins, Specialist for School Finance in the Division of School Administration, and Dr. Marjorie Cecil Johnston, Assistant Specialist in the Division of International Educational Relations.

### Dr. Hutchins

Since 1945 Dr. Hutchins has been Assistant Director of the Research Division of the National Education Association. In this capacity he spent the major part of his time in studies in the field of school finance. From 1942 to 1945 he served in the Office of Defense Transportation as chief of the school bus section. Prior to that he was auditor in chief for the Ohio State Department of Education, a position which corresponded to the director of finance in most State departments of education. As auditor in chief, Dr. Hutchins was responsible for the apportionment of State funds to local districts and for providing for these districts consultative services on their finance problems. Preceding his 13 years in the Ohio State Department of Education, he taught in the high school in Grandview Heights, Ohio, for 6 years.

Dr. Hutchins holds life memberships in the National Education Association and American Association of School Administrators, and is also a member of Phi Delta Kappa, educational fraternity. He received his B. A., B. S., M. A., and Ph. D. from Ohio State University, doing his doctoral work in school administration.

Dr. Hutchins reported for duty on February 1.

### Dr. Johnston

Before coming to the Office of Education, Dr. Johnston held supervisory and teaching positions in the field of foreign languages and international relations. From 1946 to 1949 she was director of the Department of Languages at the American Institute for Foreign Trade. During the summer of 1948 she served as Director of the Inter-American Workshop held in Saltillo, Coahuila, Mexico.

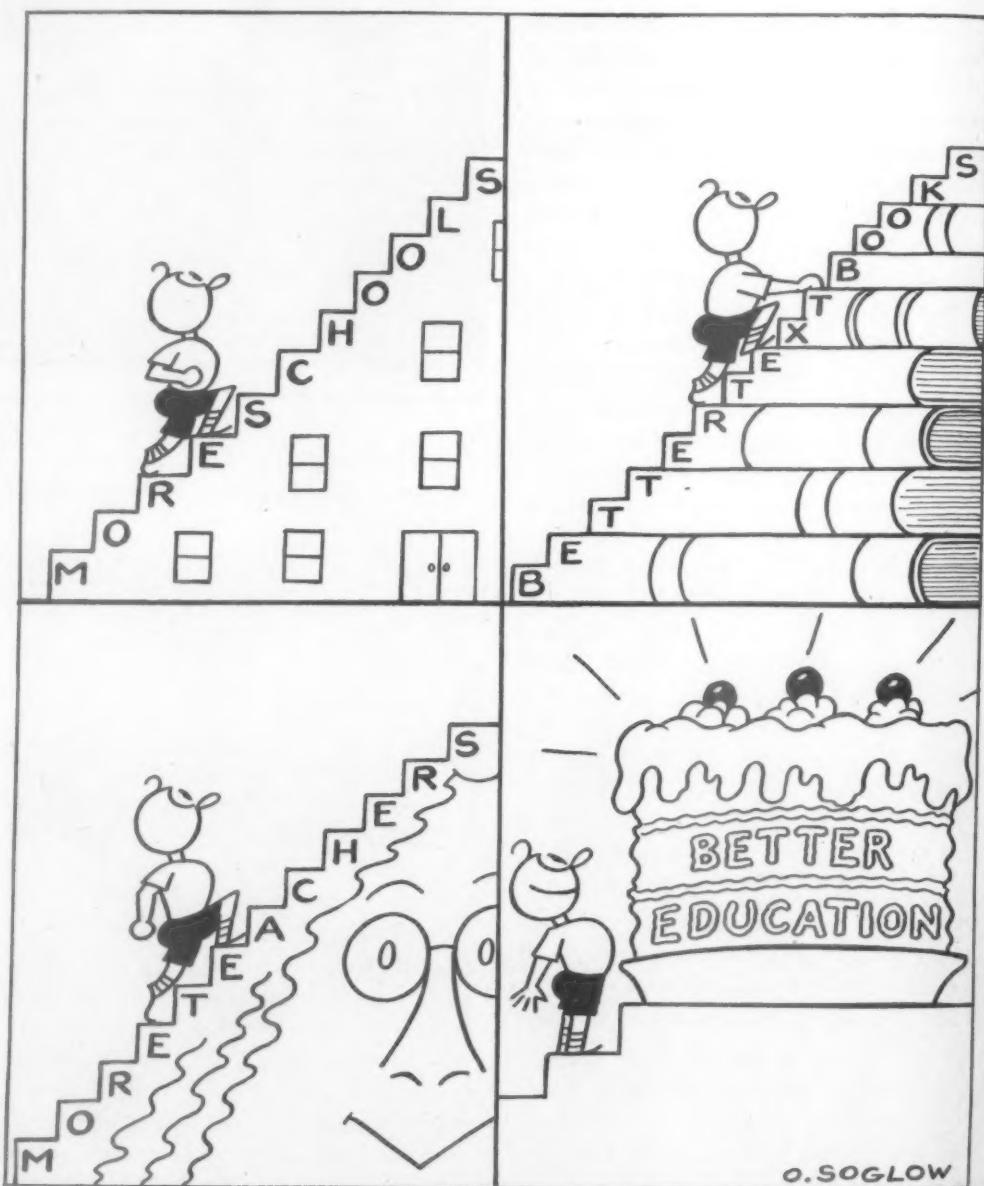
Working for the Office of Education will not be a new experience for Dr. Johnston. She previously served the Office as Consultant on the Teaching of Spanish from 1942 to 1946. Dr. Johnston also has taught Spanish for several institutions including the Graduate School of the U. S. Department of Agriculture, Stephens College, George Washington University, and public schools in Austin and El Paso, Tex.

In addition to her teaching experience, Dr. Johnston has written six textbooks and many articles and pamphlets, some in English and some in Spanish. She is a sustaining member of Phi Beta Kappa and a life member of Pi Lambda Theta, of the American Association of Teachers of Span-

ish and Portuguese, and of the National Education Association. Dr. Johnston also belongs to Sigma Delta Pi (a Spanish professional society), the Modern Language Association of America, Instituto Internacional de Literatura Iberoamericana, American Association of University Professors, and the American Educational Research Association.

Dr. Johnston, who is familiar with the French, Portuguese, Italian, and German languages, as well as Spanish, received her B. A., M. A., and Ph. D. from the University of Texas.

Dr. Johnston reported for duty on January 10.



Cartoon from *The New Yorker* printed in support of the campaign for better education of the Advertising Council, the Citizens Federal Committee on Education, and the National Citizens Commission for the Public Schools. Reprints are available free from *The New Yorker*, 25 West 43d Street, New York 18, N. Y.

# Home Economics Education Teaching Conditions Being Improved

by Beulah I. Coon, Research Specialist in Home Economics Education

ONE OF THE AREAS in which there is still a shortage of secondary school teachers is that of home economics. There are several reasons for this. Many who are prepared for teaching marry instead of accepting a teaching position. Others teach only a few years and then leave teaching for marriage. Other partial causes of the shortage were determined through a Nationwide study of teacher satisfactions. After findings for the Nation as a whole were published,<sup>1</sup> individual State personnel studied the responses of teachers in their own State sample.

The studies revealed that several factors frequently found to be present when teachers were less well satisfied with their jobs could be remedied by cooperative work on the part of supervisors of home economics, school administrators, and teacher training institutions. The first step, therefore, was to put the facts before these groups and enlist their cooperation in improving conditions.

State research workers wrote articles summarizing their findings for State teachers association journals, described their study to groups of school administrators and representatives of teacher training institutions and to teachers, and published bulletins for distribution throughout the State revealing their findings and suggesting ways in which conditions could be improved.

Inadequate equipment was one of the factors frequently found associated with dissatisfaction. State after State found that 60 to 65 percent of the home economics teachers were working in departments which they said were equipped to teach only foods and/or clothing. For a teacher interested in providing opportunity to study all phases of homemaking, such limitations in facilities could be very frustrating. It is no wonder they expressed dissatisfaction with the job. Shortage of equipment and

of space during the war and postwar period have, no doubt, contributed to keeping departments inadequately equipped. Teachers, however, were not likely to be dissatisfied if plans had been made for improvement of equipment and improvements were being or were soon to be carried out. Such teachers were among the better satisfied ones. The extent to which inadequate equipment was related to dissatisfaction has lead several State Supervisors to work intensively with school administrators and teachers to plan for immediate improvement in their departments.

Thirty to forty percent of the teachers in different States had no funds or no definite amount of money for operating expenses of the department. As was to be expected, these were likely to be less well satisfied than teachers who had a definite budget allowance for teaching supplies and materials, books and magazines. Setting up plans for assisting teachers to put the department on a businesslike basis with a definite as well as an adequate amount of money for expenses became another important responsibility of supervisors and administrators.

The more satisfied teachers were those who reported supervisory assistance from a State, city, county, or district home economics supervisor as well as from a principal or superintendent. Although these better satisfied teachers did not always indicate that supervision was adequate and helpful, those with no supervision were usually the ones who were least well satisfied with teaching. This finding has been discussed by supervisors with school administrators and greater effort is being made in some States to coordinate and strengthen the supervisory service from principals and superintendents and from supervisors. Furthermore, supervisors in some States are planning studies of supervisory procedures and results of supervision with the aim of making their service still more helpful and more adequate.

Another factor related to dissatisfaction with which some States have been working is that of the load of the home economics teachers. In general, teachers' attitude toward load—belief that their load was heavy—seemed to be more closely associated with dissatisfaction with teaching than actual size of load.

Some of the factors causing loads to be heavy were teaching 125 or more pupils a day, having no or very few unscheduled periods during the week, more than four different class preparations a day, and an average of time amounting to more than 10 class periods a week in such extraclass activities as banquets, conferences, work with adults, home visiting, school lunch work, bus duty, and other school responsibilities.

Two other factors were also associated with a feeling of heavy load—having to make many reports and records and having a poor arrangement of fixed equipment. Programs aimed to lighten loads have included attempting to better balance class and extraclass activities, developing plans for as brief and meaningful records and reports as possible, and trying to arrange equipment so that it is more flexible and convenient.

Making a study of factors causing dissatisfaction has helped to point out to supervisors some of the important steps to take in improving teaching conditions and given priority to certain types of supervisory efforts.

## First Teacher Trainees From Europe



First of the European teachers to spend teacher-training periods in the United States under provisions of the Smith-Mundt Act arrived at the Office of Education, Federal Security Agency, in March. Shown with Commissioner of Education, Earl James McGrath, center, in above photograph, and with representatives of the Division of International Educational Relations, the two teachers are, second from right, Teresa Guedes de Andrade Santos, nursery-kindergarten field, and, extreme right, Arnaldo Rodrigues de Sousa, agricultural education field, Lisbon, Portugal.

<sup>1</sup> Factors Affecting the Satisfactions of Home Economics Teachers. AVA Research Bulletin No. 3, May 1948. American Vocational Association, Washington 5, D. C.

# New Books and Pamphlets

*Arlington National Cemetery.* By T. Sutton Jett. Washington, D. C., Stant Lithograph Service, 1949. 26 p. Illus. 25 cents. (Order from: Lee Mansion or Washington Monument Lodge House, Washington, D. C.)

*Blueprint for Understanding.* The Institute of International Education, Inc., A Thirty Year Review. New York, The Institute, 1949. 48 p. Illus.

*The Child and His Curriculum.* By J. Murray Lee and Dorris May Lee. 2d edition. New York, Appleton-Century-Crofts, Inc., 1950. 710 p. Illus. \$4.50.

*Child Development Guides for Teachers of 6, 7, and 8-Year-Old Children.* Albany, The University of the State of New York, Rev. 1949. 194 p. Illus.

*Children Absent From School: A Report and a Program.* New York, Citizens' Committee on Children of New York City, Inc. (136 East 57th St.), 1949. 116 p. \$1.

*Community Sports and Athletics: Organization-Administration-Program.* By

National Recreation Association. New York, A. S. Barnes & Co., 1949. 500 p. \$4.

*An Evaluation of the Indiana Public Schools.* Report of the Comprehensive Study of the Public Elementary and Secondary Schools of Indiana. Indianapolis, Indiana School Study Commission, 1949. 448 p.

*Free and Inexpensive Materials on World Affairs for Teachers.* Compiled by Leonard S. Kenworthy. New York, 1949. 100 p. \$1. (Order from: Leonard S. Kenworthy, Brooklyn College, Brooklyn 10, N. Y.)

*The Harvard List of Books in Psychology.* Compiled and Annotated by the Psychologists in Harvard University. Cambridge, Mass., Harvard University Press, 1949. 77 p. \$1.

*Recommended Reference Books for the Elementary School Library.* By Ruby Ethel Cundiff. Chicago, Wilcox & Follett Co., 1949. 33 p. 50 cents.

—Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

## Office of Education

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### Attention of Librarians

Indexes to Volumes XXX and XXXI of *SCHOOL LIFE* covering years October 1947-July 1948 and October 1948-June 1949 and March 1949 Supplement are now available. Single copies are free upon request from the Information and Publications Service, Office of Education. They are for the special use of librarians and others who may wish to bind separate volumes.

## Selected Theses in Education

THESE THESES are on file in the Education collection of the Federal Security Agency Library where they are available upon request by interlibrary loan.

*Appraising Teacher Effectiveness: A Survey of Evaluation and a Progress Report of an Experiment in Teacher Appraisal.* By Dwight E. Beecher. Doctor's, 1947. Syracuse University. 189 p. ms.

Describes an instrument for the appraisal of teacher effectiveness in terms of readily observable teacher behaviors characteristic of what pupils say they like in teachers, based on pupil opinion and reaction studies involving over 30,000 pupils.

*Chemistry Usage by Books and Teachers in Home Economics Courses.* By James E. Wiser. Doctor's, 1947. George Peabody College for Teachers. 195 p.

Analyzes 40 books to determine the amount of chemistry used in home economics courses at the undergraduate college level.

*Citizenship Education in the Kindergarten-Primary Grades of the Cincinnati Public Schools.* By Luise Reszke. Master's, 1948. University of Cincinnati. 188 p. ms.

Concludes that the instructional program in the kindergarten, first, second, and third grades of the Cincinnati public schools offers opportunities for developing cooperation, courtesy, respect for the rights of others, and self-control.

*The Difference Between Recall and Recognition in Normal and Mentally Deficient Children.* By Helen F. Freeman. Master's, 1948. Boston University. 69 p. ms.

Describes an experiment conducted with 100 mentally deficient children in classes at a Special Class Center, and with 100 pupils of the same chronological age in the ninth grade of a high school in Boston, Mass.

*Management of the High School Principal's Office.* By William S. Rumbough. Doctor's, 1949. George Washington University. 110 p. ms.

Considers 23 management problems, chosen because of their importance in the improvement of the technical efficiency of the principal's managerial work.

—Ruth G. Strawbridge, Federal Security Agency Library Bibliographer.